Exemplar amended objectives for Religious Education

| Numeracy across the curriculum | Start of Year 7 | Year 7 | Year 8 | Year 9 (including *extension objectives*) |
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| Use and apply mathematics to solve problemsExplain methods and justify reasoning and conclusions, using correct mathematical termsJudge the reasonableness of solutions and check them when necessaryGive results to an appropriate degree of accuracy | Applying mathematics  1. Identify and use appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities. 2. Explain methods and reasoning.    Checking results  1. Check the results of calculations. | Applying mathematics  1. Solve word problems and investigate in a range of contexts. 2. Break a complex calculation into simpler steps, choosing and using appropriate and efficient operations, methods and resources. 3. Explain and justify methods and conclusions, orally and in writing.  Checking results  1. Check a result by considering whether it is of the right order of magnitude and by working the problem backwards. | Applying mathematics  1. Use logical argument to establish the truth of a statement. 2. Represent problems and interpret solutions in algebraic, geometric or graphical form, using correct notation and appropriate diagrams. 3. Give solutions to an appropriate degree of accuracy in the context of the problem.  Checking results  1. Check a result by considering whether it is of the right order of magnitude and by working the problem backwards. | Applying mathematics  1. Solve substantial problems by breaking them into simpler tasks, using a range of efficient techniques, methods and resources, including ICT. 2. Give solutions to an appropriate degree of accuracy, *recognising limitations on the accuracy of data and measurements*.    Checking results  1. Check results using appropriate methods. |
| Understand the difference between the mean, median and mode and the purpose for which each is used | Handling data  1. Begin to find the median and mean of a set of data. 2. Find the mode and range of a set of data. | Handling data  1. For small sets of discrete data: find the mode, median and range, and the modal class for grouped data; calculate the mean, using a calculator for a larger number of items. 2. Compare two simple distributions using the range and one of the mode, median or mean. | Handling data  1. Calculate statistics, including with a calculator; recognise when it is appropriate to use the range, mean, median and mode and, for grouped data, the modal class; calculate a mean using an assumed mean; construct and use stem-and-leaf diagrams. 2. Compare two distributions using the range and one or more of the mode, median and mean. | Handling data  1. *Find the median and quartiles for large datasets.* 2. Compare two or more distributions and make inferences, using the shape of the distributions, the range of data and appropriate statistics. |
| Collect data, discrete and continuous, and draw, interpret and predict from graphs, diagrams, charts and tables | Handling data  1. Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams. | Handling data  1. Collect small sets of data from surveys and experiments. 2. Construct, on paper and using ICT: bar-line graphs; frequency diagrams for grouped discrete data; pie charts. 3. Interpret diagrams and graphs, and draw simple conclusions. | Handling data  1. Collect data by observation, controlled experiment (including data logging), or questionnaire. 2. Construct, on paper and using ICT: pie charts for categorical data; bar charts and frequency diagrams for discrete and continuous data; simple line graphs for time series; simple scatter graphs. 3. Interpret tables, graphs and diagrams for both discrete and continuous data. | Handling data  1. Gather data from specified secondary sources, including printed tables and lists from ICT-based sources; determine sample size; design data collection sheets. 2. Construct, on paper and using ICT: scatter graphs; line graphs for time series; *lines of best fit*. 3. Have a basic understanding of correlation. |